



LISTENING 1 (7 mks)

- | | | | |
|----|---|--|--|
| 1. | <input type="radio"/> Australia | <input type="radio"/> Oman | <input checked="" type="radio"/> the UK |
| 2. | <input checked="" type="radio"/> brother | <input type="radio"/> father | <input type="radio"/> mother |
| 3. | <input type="radio"/> loneliness | <input checked="" type="radio"/> stress | <input type="radio"/> a lack of food |
| 4. | <input type="radio"/> closed down | <input type="radio"/> shifted to distance learning | <input checked="" type="radio"/> moved to online learning |
| 5. | <input type="radio"/> keeping focussed during online lectures | <input type="radio"/> submitting work on time | <input checked="" type="radio"/> using a new architecture software |
| 6. | <input type="radio"/> call back | <input checked="" type="radio"/> send money | <input type="radio"/> visit her |
| 7. | <input checked="" type="radio"/> she is busy with her final project | <input type="radio"/> she can't afford it | <input type="radio"/> the airports are closed |

Notes: One mark each. Responses must be indicated clearly.



LISTENING 2 (8 mks)

- 8. Her father
 - 9. six/6 years old
 - 10. Horse riding lessons
 - 11. videos of cooking/ cooking videos
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- 12. parents adults students
 - 13. expand her business help her father produce films
 - 14. launch more websites get a job join a college
 - 15. setting up a business healthy cooking communication skills

Notes: One mark each.

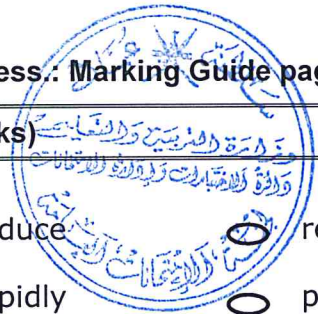
Qs 8-11: (i) Notes: 1) **Grammatical mistakes** (e.g. , etc): These should be ignored, as long as it is clear that the substance of the answer is correct.

2) **Genuine spelling mistakes** — i.e. when the student obviously knew what the word was and understood what it meant, but could not spell it correctly — should also be ignored, as long as **ALL** of the following criteria are met:

- (a) Certain key letters **must** be included: No. : No. :
- (b) In cases where letters are 'optional', the mis-spelling must be **close to** the correct spelling. (e.g. accept but not)
- (c) Above all, the mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.

As stated in the instructions, answers should consist of not more than four words. (Note: When counting the words, do not include any words provided by the exam-writers.) Longer answers will normally be marked wrong. **HOWEVER**, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.

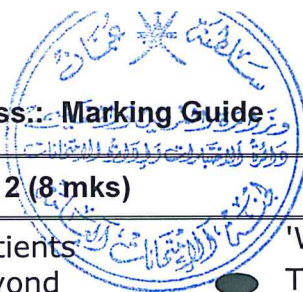
Qs 12-15: Responses must be indicated clearly.



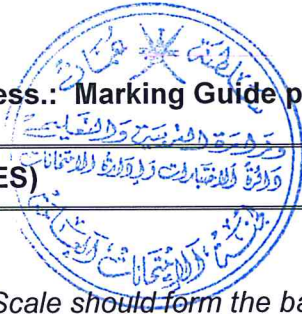
VOCABULARY 1 (2.5 mks)			
16. <input type="radio"/> edit	<input checked="" type="radio"/> grab	<input type="radio"/> reduce	<input checked="" type="radio"/> revise
17. <input type="radio"/> locally	<input type="radio"/> fluently	<input checked="" type="radio"/> rapidly	<input type="radio"/> personally
18. <input type="radio"/> embarrassed	<input type="radio"/> exhausted	<input checked="" type="radio"/> fascinated	<input type="radio"/> terrified
19. <input checked="" type="radio"/> candidate	<input type="radio"/> consumer	<input type="radio"/> lecturer	<input type="radio"/> presenter
20. <input type="radio"/> celebrate	<input checked="" type="radio"/> cope	<input type="radio"/> impress	<input type="radio"/> share
<i>Notes: Half-a-mark each. Responses must be indicated <u>clearly</u>.</i>			

GRAMMAR (2.5 mks)	
21. <input type="radio"/> submit / <input checked="" type="radio"/> submitted	24. <input type="radio"/> many / <input checked="" type="radio"/> much
22. <input checked="" type="radio"/> but / <input type="radio"/> so	25. <input checked="" type="radio"/> bought / <input type="radio"/> will
23. <input checked="" type="radio"/> If / <input type="radio"/> Unless	
<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i>	

GRAMMAR/Vocabulary (5 mks)			
26. <input checked="" type="radio"/> are	<input type="radio"/> is	<input type="radio"/> was	<input type="radio"/> were
27. <input checked="" type="radio"/> change	<input type="radio"/> danger	<input type="radio"/> fund	<input type="radio"/> obstacle
28. <input type="radio"/> make	<input checked="" type="radio"/> making	<input type="radio"/> makes	<input type="radio"/> to make
29. <input type="radio"/> did	<input checked="" type="radio"/> had	<input type="radio"/> do	<input type="radio"/> have
30. <input type="radio"/> export	<input type="radio"/> help	<input checked="" type="radio"/> prefer	<input type="radio"/> receive
<i>Notes: one mark each. Responses must be indicated <u>clearly</u>.</i>			



READING 1 (7 mks)		READING 2 (8 mks)		
	True False	38. <input type="radio"/> 'Global Health Travel'	<input type="radio"/> 'Patients Beyond Borders'	<input checked="" type="radio"/> 'World Medical Tourism Market'
31.	<input type="radio"/> <input checked="" type="radio"/>	39. <input type="radio"/> 12	<input type="radio"/> 70	<input checked="" type="radio"/> 200
32.	<input checked="" type="radio"/> <input type="radio"/>	40. <input type="radio"/> easy access for appointments	<input checked="" type="radio"/> highly qualified, trained doctors	<input type="radio"/> low cost
33.	<input type="radio"/> <input checked="" type="radio"/>	41. <input type="radio"/> 2014	<input checked="" type="radio"/> 2019	<input type="radio"/> 2020
34.	<input checked="" type="radio"/> <input type="radio"/>	42. <input checked="" type="radio"/> Brazil	<input type="radio"/> Germany	<input type="radio"/> Malaysia
35.	<input checked="" type="radio"/> <input type="radio"/>	43. <input type="radio"/> cancer	<input type="radio"/> eye	<input checked="" type="radio"/> heart
36.	<input type="radio"/> <input checked="" type="radio"/>	44. <input type="radio"/> third	<input checked="" type="radio"/> fourth	<input type="radio"/> fifth
37.	<input checked="" type="radio"/> <input type="radio"/>	45. <input checked="" type="radio"/> airline flights	<input type="radio"/> five-star rooms	<input type="radio"/> laser surgeries
<p><i>Note: One mark each. Responses must be indicated <u>clearly</u>.</i></p>				



WRITING (GENERAL NOTES)

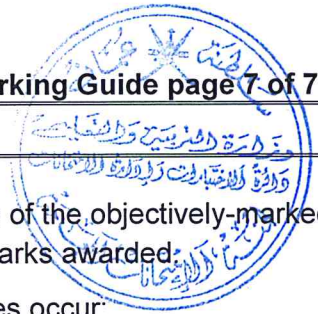
- The **wording of the descriptors** in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.
- If answers are **clearly not relevant** and the student has clearly not attempted the task that was set, **no marks** should be awarded.
- However, if a student has **genuinely attempted the task**, but their answer is only **partly relevant**, then a **reduced** mark (not zero) should be awarded.

WRITING 1 (10 mks)

10	<ul style="list-style-type: none"> -Expresses opinions on topics in a lively, convincing way. - Supports all points effectively with relevant evidence and detail. - Essays are very well-organised, clear and coherent. - A varied range of grammar and vocabulary with a very good level of accuracy.
8	<ul style="list-style-type: none"> - Expresses opinions on topics in a reasonably convincing way. - Supports most points with relevant evidence and detail. - Essays are generally well-organised and, for the most part, clear and coherent. - A fair range of grammar and vocabulary with a good level of accuracy
6	<ul style="list-style-type: none"> - expresses opinions on topics, in a somewhat limited way. - Is inconsistent in supporting points with relevant evidence and detail. - Essays are poorly- organised, but are still reasonably clear and coherent. - A limited range of grammar and vocabulary with a reasonable level of accuracy
4	<ul style="list-style-type: none"> _Express opinions on topics, but the results are clearly inadequate. - Is generally weak in supporting points with relevant evidence. - Essays lack organization, lacking in coherence and sometimes unclear. - A very limited range of grammar and vocabulary with frequent errors.
2	<ul style="list-style-type: none"> -Makes only very feeble attempts to express opinions on topics. - Fails to support points with any relevant evidence. - Essays are incoherent and confusing. - Extremely limited range of grammar and vocabulary with frequent serious errors.
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the topic) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>



WRITING 2 (10 mks)	
10	<ul style="list-style-type: none"> - Produces narratives which are fully successful in engaging the reader. - Lively, effective use of appropriate detail. - Writing is very well-structured, clear and coherent. - A varied range of grammar and vocabulary with a very good level of accuracy
8	<ul style="list-style-type: none"> - Produces narratives which are reasonably successful in engaging the reader. - Generally good use of appropriate detail. - Writing is generally well-structured, and mostly clear and coherent. - A fair range of grammar and vocabulary with a good level of accuracy.
6	<ul style="list-style-type: none"> - Produces narratives which are only partially successful in engaging the reader. - Somewhat limited use of appropriate detail. - Writing is well-structured, but is still reasonably clear and coherent. - A limited range of grammar and vocabulary with a reasonable level of accuracy
4	<ul style="list-style-type: none"> - Produces narratives which have very limited success in engaging the reader. - Inadequate use of appropriate detail. - Writing is poorly-structured, and often unclear. - A very limited range of grammar and vocabulary with frequent errors.
2	<ul style="list-style-type: none"> - Produces narratives which fail entirely to engage the reader. - Little or no use of appropriate detail. - Writing is incoherent and confusing. - Extremely limited range of grammar and vocabulary with frequent serious errors.
0	<p><u>No attempt at the task:</u> <u>EITHER</u> Irrelevant (Completely unrelated to the pictures/ task/ instructions) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>



ARRIVING AT FINAL SCORES

LST/ VCB/ GRM/ RDG: In these four sections, all student responses are of the objectively-marked, right-or-wrong type. So there should never be any discrepancies in the marks awarded.

There are two different procedures for ensuring that no such discrepancies occur:

- 1) No action required: With (machine-marked) 'multiple choice' items, discrepancies are automatically excluded by the *ePen* marking system.
- 2) Action required: With 'short answer' items (LST 2, GRM), there may be (accidental) discrepancies in the scores awarded by the two markers. The Supervisor/Adjudicator should be on the lookout for any such discrepancies, and if they occur, should read the students' response and award the correct mark.

WRITING: In this section, student responses are independently marked by two markers using their judgement (based on the wording of the Rating Scale provided). As a result, differences may sometimes occur between the two scores awarded.

In such cases, there are two possible procedures:

- 1) Acceptable differences: If – as in most cases – the difference between the two scores is small, i.e. just **one level**, the Supervisor/Adjudicator is not required to read the student's response. He/She should simply use the mathematical average of the two scores. (*See below)
- 2) Unacceptable differences: However, if the difference between the two scores is substantial, i.e. **more than one level**, the Supervisor/Adjudicator should read the student's response and, after due consideration, decide on an appropriate mark.

CALCULATION OF AVERAGES:

WRT 1		WRT 2	
Pair of scores	Final score	Pair of scores	Final score
10 / 8	9	10 / 8	9
8 / 6	7	8 / 6	7
6 / 4	5	6 / 4	5
4 / 2	3	4 / 2	3
2 / 0	1	2 / 0	1

IMPORTANT NOTE: As in previous years, **individual** markers should **only** award the marks specified in the relevant Rating Scale* (as in 'pair of scores' above). 'In-between marks' (as in 'final score' above) can **only** be awarded when two (differing) individual marks are combined by the Supervisor/ Adjudicator.

[* Note: This means that, even though the computer screen shows all the possible final scores, **individual** markers should **only** use those scores which are mentioned in the scale.]